



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Aspirations Condition	Belonging / Confidence to take Action	Leadership and Responsibility	Curiosity and Creativity	Heroes	Spirit of Adventure	Fun and Excitement
School Thread:	As geographers,	As historians,	As scientists,	As designers,	As philosophers,	As environmentalists,
Driving Question(s)	Driving question: Why do settlements grow around rivers? Title: Go with the Flow	Driving question: How did the Vikings and Anglo Saxons influence Britain today? Title: Sea Raiders	Driving question: How does our solar system define time? Title: Out of this World!	Driving question: How can we demonstrate how the Romans engineered solutions to big problems? Title: Romans Rule	Driving question: How did the Civil War impact in our local history? Title: Rule Britannia	Driving question: How can we ensure that Humans are capable of living sustainably? Title: Energy and Sustainability
Outcomes	Outcome: A geographical television production - use footage from entry point activity and use model created during enrichment sessions.	Outcome: Viking saga of Beowulf – presentation	Outcome: pupils to make an orrery in a box. Pupils to write an explanation of how a night and day; 24 hours in a day, a month, seasons and a year are determined by the solar system. Pupils to video their explanations with use of the model. Music composition to be added as background.	Outcome: To build a Roman Catapult	Outcome: Produce own folk music to record, telling the tale of the English Civil war.	Outcome: Publish and produce a school Magazine on Energy and Sustainability
Subjects Covered	Geography, Science, Art, DT, Computing	History, Geography, Science, Art, Computing, Speaking and Listening, English.	Science, History, Geography, Computing, Art, DT, Music, Speaking and Listening, English.	Science, History, DT, Computing, Speaking and Listening, English	<i>Tbc (Curriculum being written for September 2021)</i>	<i>Tbc (Curriculum being written for September 2021)</i>
21st Century skills	Sense making Creative and adaptive thinking Entrepreneurialism Productivity and accountability	Sense making Creative and adaptive thinking Entrepreneurialism Productivity and accountability Cognitive load management	Sense making Creative and adaptive thinking Entrepreneurialism Productivity and accountability Media literacy	<i>Tbc (Curriculum being written for September 2021)</i>	<i>Tbc (Curriculum being written for September 2021)</i>	<i>Tbc (Curriculum being written for September 2021)</i>

			Cognitive load management			
Business/Careers links	Environmentalist	Curator, archaeologist,	Scientist, composer, designer	Designers, engineers,	<i>Tbc (Curriculum being written for September 2021)</i>	<i>Tbc (Curriculum being written for September 2021)</i>
Real life skills	Bring up a butterfly Find your way with a map and compass	Perform in front of an audience	Go stargazing	Fly a kite	Perform in front of an audience	Create some wild art
Real life experience		Christmas Carols	Forest School- design a garden that is friendly to wildlife.	Forest School- To get from one area to another without touching the floor.	Upper Phase Show Forest School- Natural music.	<i>Tbc (Curriculum being written for September 2021)</i>
Community link		Banbury Museum - curator	Futures Institute – planetarium	Banbury Museum	<i>Tbc (Curriculum being written for September 2021)</i>	<i>Tbc (Curriculum being written for September 2021)</i>
Trip/Visitor (inc. cost)	Trip to Spiceball Park to observe / examine the River Cherwell	Viking day	Visit: Space Centre, Leicester or Visitor: Space Dome	Roman Day Banbury museum	Visit Edgehill (Local guide) Civil War reenactment	Banbury Guardian on publishing
Maths	Number: Place value Number: Addition and subtraction Statistics	Number: Multiplication and division Measurement: Perimeter and area	Number: Multiplication and division Number: Fractions	Number: Fractions Number: Decimals and percentages	Number: Decimals Geometry: Properties of shape	Geometry: Position and direction Measurement: converting units
English	Text: Floodland A River by Marc Martin River Stories - Timothy Knapman Non-Fiction: River Story - Meredith Hooper & Bee Willey Poetry	Text: Beowulf Arthur and the Golden Rope Viking Boy Freedom for Bron: The Boy Who Saved a Kingdom - N. S. Blackman Anglo-Saxon Boy The Last Viking Non-Fiction: Men, Women and Children in Anglo-Saxon Times - Jane Bingham Poetry	Text: Skellig Cosmic The Jamie Drake Equation - Christopher Edge See you in the Cosmos (class read) What Miss Mitchell saw (picture book) Poetry	Text: Escape from Pompeii Romulus and Remus The Thieves of Ostia Romans on the Rampage (class read) Growth mindset: Rosie Revere, Engineer - Andrea Beaty and David Roberts Poetry	Text: Six Men – David McKee The English Civil War: A People's History Great Tales from English History by Robert Lacey, pages 254-292. Poetry	Text: Beegu The Savage – David Almond This Moose Belongs to Me - Oliver Jeffers Belonging - Jeannie Baker Floodlands by Marcus Sedgewick Poetry

Phonics/Spelling						
Science	<p>Living things and their habitats</p> <p>SCIENTIST: JOSEPH DALTON HOOKER</p>	<p>Properties and changes of materials: materials properties, sorting materials, mixtures.</p> <p>SCIENTIST: NIKOLA TESLA</p>	<p>Earth and Space (link to history of space exploration)</p> <p>SCIENTIST: EDWIN HUBBLE</p> <p>SCIENTIST: MAE JEMISON</p>	<p>Forces</p> <p>SCIENTIST: ALBERT EINSTEIN</p>	<p>Animals incl. Humans</p> <p>SCIENTIST: ANDREUS VASELIUS</p>	<p>Properties and changes of materials:</p> <p>Testing materials, dissolving, mixing and changes of state are reversible changes - could represent data collected on a spreadsheet</p> <p>SCIENTIST: ROBERT BOYLE</p>
Computing	<p>Computer Science</p> <p>To turn devices on or off/control the power to a device/control the output of a device (e.g. turning a light on/off on bridge). Possibly create a flood warning message using Microbit or add a moisture detector that then leads to a warning message when it gets wet.</p> <p>Digital literacy</p> <p>Online safety</p>	<p>Digital literacy</p> <p>Keeping personal information private.</p> <p>IT</p> <p>Use Google maps (terrain) and Google search to compare and contrast human and physical features in Scandinavia and the UK. Create a simple document/slideshow to represent these differences then share the work with another group and review and edit it using the note tool.</p>	<p>IT</p> <p>Communicate and Collaborate to create and modify a document - collaborate with students at Dashwood on simple google slides about how you could colonise another planet and what you would need. Use video/audio/animations to make the presentation stand out.</p> <p>Computer Science</p> <p>Learn to create, manipulate and decorate 3D models using 2design.</p>	<p>Digital literacy</p> <p>Online relationships</p> <p>IT</p> <p>Students complete database unit of work then create their own database using statistical facts about Ancient Rome.</p>	<p>Computer Science</p> <p>I can design algorithms that use repetition, if and then commands and a variable to refine and increase programming possibilities.</p> <p>I can use logical reasoning to detect and debug mistakes in a program.</p>	<p>IT</p> <p>Spreadsheets</p> <p>Digital literacy</p> <p>Health, well being and lifestyle</p>
Geography	<p>Rivers and their impact on humans</p> <p>key topographical features (including mountains), and land-use patterns; Pros and cons of establishing a settlement by a river (irrigation)</p>	<p>Northern Europe - Scandinavia</p> <p>Place knowledge: similarities & differences human and physical</p>				<p>How have humans colonised the planet?</p> <p>Locational knowledge , Physical geography: vegetation belts Human geography: the distribution of natural resources including energy</p>

<p>History</p>		<p>Vikings Their struggle for the Kingdom of England to the time of Edward the Confessor. Viking invasions Britain's settlement by Anglo Saxon Britain Anglo-Saxon invasions, settlements and kingdoms: place names and village Edward the Confessor and his death in 1066.</p>		<p>Ancient Rome and its impact on Britain</p>	<p>Local history: English Civil War How is this period of national History reflected in the locality</p>	
<p>Art & Design</p>	<p>Art can be used to help you express emotions - create own abstract pattern to reflect personal experiences and expression</p> <p>Look at various artists creation of pattern and discuss effect, ie. Morris, Sol Lewitt, Matisse (pattern within pattern), Bridget Riley, Miro), link to colour Consider artists use of colour and application of it (Pollock, Monet, Chagall)</p>	<p>Viking and Celtic art</p> <p>Artists can use stories, music, poems as stimuli</p> <p>Know that artists may produce work in a specific style - https://www.cartoonsalo.on.ie/ (Song of the Sea, Secret of Kells), animated Beowulf (1998) - working collaboratively to studio style and palette</p> <p>Chiaroscuro - Identify and draw the effect of light (shadows) on a surface, on objects and people.</p> <p>Marks and lines can create texture in still life images.</p> <p>Drawing from observation - Proportion of still life Shading/ Colour can be used to create mood and feeling (hatching, cross-hatching, stippling etc) Art can be used to help you express emotions</p> <p>Character puppets for Beowulf - Select and</p>	<p>Printing - interior design (of space colony)</p> <p>Look at key examples of interior design styles over time.</p> <p>Scans (of 2D and 3D objects), photographs, drawings and paintings can be combined to create art</p> <p>Combine prints taken from different objects to produce an end piece.</p> <p>Design and produce pictorial and patterned prints for fabrics and wallpaper - make connections between own work and patterns in their local environment (e.g. curtains, wallpaper - we have stars on our ceilings on Earth - what would you have in space?! Link to feelings/emotions)</p> <p>discuss and evaluate own work and that of others</p>			<p>Construction and colour– create recycled sculptures or environmental art</p> <p>Use sketchbook to inform, plan and develop ideas; shape, form, model and join; observation or imagination. Take into account the properties of media being used.</p> <p>Discuss and evaluate own work and that of other sculptors in detail (Goldsworthy, Calder, Segal, Leach, recycled sculptures from Africa and India, Giacometti, etc.)</p> <p>Produce more intricate patterns and textures.</p> <p>Colour – explore use of texture in colour Experiment with hue, tint, tone, shades and mood; explore the use of texture in colour with sawdust, glue, shavings, sand and on different surfaces.</p> <p>Consider colour for different purposes, including using colour to</p>

		use materials to achieve a specific outcome. Embellish work using a variety of techniques, including drawing, painting and printing on top of textural work (felted), fabric making, artists using textiles, (Miss Clara, Alexander McQueen - paper dresses)				express moods and feelings (Anish Kapoor)
DT	Bridge designs Evaluate a product against the original design specification (strengthen stiffen reinforcement) Link to Cherwell River			Roman catapult Understand and use mechanical systems in their products (gears, pulleys, cams, levers and linkages)		Shelter – Forest school Evaluate it personally and seek evaluation from others - planning how to use <i>sustainable</i> materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail.
PE	Cross country warm up Gymnastics A sportsperson sequences actions, balances and shapes to perform for a range of audiences Rugby, A sportsperson uses their initiative and communicates clearly when working within a group	Netball A sportsperson uses their initiative and communicates clearly when working within a group Dance A sportsperson dances with clarity, fluency and accuracy	Indoor Athletics (lead an activity/lesson for year 1) A sportsperson throws accurately A sportsperson combines different athletic techniques and does this with control Hockey	Tennis Basketball A sportsperson throws accurately A sportsperson chooses effective tactics within a game	Cricket, Rounders (cross year group tournament) A sportsperson throws accurately A sportsperson chooses effective tactics within a game A sportsperson uses their initiative and communicates clearly when working within a group	Athletics A sportsperson throws accurately A sportsperson combines different athletic techniques Orienteering I understand how maps are followed when using a compass and clues and that routes can be adapted
Music		Experiment with voices with increasing control fluency and expression. To listen with attention to detail and recall sounds with increasing aural memory (Christmas choral songs)	Improvise and compose music for a range of purposes by exploring the interrelated dimensions of music to express feelings and emotions Compose a piece of music that inspires and creates awe - show Apollo		Develop an understanding of the history of music across history, genres, and traditions. Folk music in 16th and 17th centuries - link to civil war. Talk about how people shared history at that time	

			13/2001 soundtrack To use and understand staff and other musical notations			
MFL	<p>i) To communicate about themselves, their lives and their local community</p> <p>Greetings and saying your name Spanish names Saying how you feel • ¿qué tal? • 4 answers to the question</p> <p>Phonics: h, ll, ñ, a, o, e, i, u, qu</p>	<p>i) To communicate about themselves, their lives and their local community. iii) To have a toolkit of phrases and subject specific vocabulary (e.g. numbers)</p> <p>Counting to 15 and saying your age numbers 1-15 ¿Cuántos años tienes? años</p> <p>Phonics: ce / ci / z, b/v, cu, ñ</p>	<p>i) To communicate about themselves, their lives and their local community ii) To celebrate creativity, diversity and cultural identity through language iii) To have a toolkit of phrases and subject specific vocabulary (e.g. numbers)</p> <p>Los colores 12 colours ¿De qué color es? de color</p>	<p>i) To communicate about themselves, their lives and their local community iii) To have a toolkit of phrases and subject specific vocabulary (e.g. numbers)</p> <p>En mi estuche (in my pencil case) Gender of singular nouns Singular indefinite articles</p> <p>6 x school equipment sí/no</p> <p>Phonics: ce / ci / z, b/v, cu, ce / ci / z, b/v, cu, ñ</p>	<p>i) To communicate about themselves, their lives and their local community ii) To celebrate creativity, diversity and cultural identity through language iii) To have a toolkit of phrases and subject specific vocabulary (e.g. numbers)</p> <p>Mi familia y yo: members of the family, their names and ages, pets, their names and ages.</p> <p>Possessive adjective mi Notion of gender Plurals of nouns Use of no to make verb negative</p> <p>Members of the family Numbers 1-15 ¿Cómo se llama? ¿Cuántos años tiene? Names 9 x pet words</p> <p>Phonics: h, ll, ñ, z, j.</p>	<p>iii) To have a toolkit of phrases and subject specific vocabulary (e.g. numbers) ii) To celebrate creativity, diversity and cultural identity through language</p> <p>Mi bandera - my flag</p> <p>use of conjunction y Possessive adjective mi Plurals of nouns Adjectival agreement (fem. sing.)</p> <p>Phonics: j, ci, a</p>
PSHE/SRE	Growing and changing	Valuing difference	Keeping myself safe	Rights and responsibilities	Me and my relationships	Being my best
RE - Christianity, Sikhism, Humanism and Values	<p>Stories: Who are stories for? Explore Humanism.</p> <p>Who was Aesop? Explore the idea that Aesop's fables have been adopted by Humanists.</p>	<p>Celebrations: Why are religious figures celebrated? Founder of Sikhism was Guru Nanak. Who was Guru Nanak? Why did he found Sikhism? How is this celebrated?</p>	<p>Stories: Who are stories for? Children to make comparisons with some of the Christian Parables explored in Term 1. Within these Christian parables explore themes of: appreciating others, the importance of not making up preconceived ideas etc.</p>	<p>Expression, Places and Symbols: Do clothes express beliefs? 5Ks: Kesh, Kara, Kanga, Kaccha and Kirpan - sensitively debate how some Sikh views may have changed on how they follow the 5Ks. Understand that some forms of religious</p>	<p>Inspiration (Ideas of God): Are you inspired? Inspirational Sikhs, Humanists and Christians Nelson Mandela (Christian), Harnaam Kaur (Sikh), Stephen Fry (Humanist) How they have inspired a generation of people?</p>	<p>Me and Others: Can I be inspirational? Who inspires you and why?</p> <p>Big Questions: How do you motivate yourself to take action?</p>

				expression are used differently by individuals and communities.	How has their religion influenced them?	
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